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ABSTRACT

This language arts curriculum guide for the Sylvania (Ohio) City Schools is designed to provide for the systematic teaching of grammar and the mechanics of writing from kindergarten through the secondary grades. The guide is divided into sections according to grade level. Each of these sections, presented in topical format, emphasizes the elements of language appropriate to the grade level. For example, in grade 4 the students study the parts of speech, sentence structure, paragraphing, word composition, mechanics, the rudiments of outlining, reference skills, writing skills, and the history of the English language. By the tenth grade, students study grammar and usage, composition, logic and reasoning, and vocabulary development through literature. Each section of this curriculum guide concludes with a yearly evaluation form which allows teachers to make suggestions and recommendations for improving the curriculum guide. (RB)

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THE STUDY OF LANGUAGE

SCOPE AND SEQUENCE
K - 12

Sylvania City Schools
Sylvania, Ohio
August, 1971

S 201 385

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FORWARD

The formal teaching of grammar has always posed a problem. To accomplish this difficult task the teachers in the Sylvania City Schools, under the direction of the Sylvania Curriculum Council Language Arts Subcommittee, have developed the following scope and sequence for K-12 to provide for the systematic teaching of grammar and the mechanics of writing.

Each teacher is responsible for teaching the concepts and skills outlined for each grade level. The program is geared to the average student. The individual teacher, therefore, must make the necessary adjustments in the program to meet the needs of the slow learner and the above-average student. While it is obligatory for the teacher to follow the scope and sequence, creative use of the subject matter and teaching methods is encouraged.

Beginning with the 1971-72 school year, it will be the responsibility of the professional staff to work with all students to develop and strengthen their language skills. Every teacher is responsible for teaching grammar and the mechanics of communication. She must devote the time necessary to upgrade the student's skills to meet the minimum requirements of his grade level as stated in this scope and sequence. Before any teacher should introduce new curriculum on his grade level, the earlier concepts should be introduced and mastered by the student. The recommended scope and sequence will take a minimum of three years to become operational at all grade levels.

A supply of evaluation forms like those at the end of each grade level in the scope and sequence will be available in the individual buildings. Each teacher is to complete the form and return it to the office of the Director of Instruction at the end of the 1971-72 school year. The comments on these forms will be used to improve the scope and sequence.

The members of the Language Arts Subcommittee who were responsible for the scope and sequence and the textbook adoption are as follows:

Ellen Cooper, Chairman
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PHILOSOPHY

Language arts must be a dramatic, creative experience for all children. It must be an interpretation of his experiences and an awareness and expansion of his surroundings.

A child needs to acquire an active motivation to listen well, to speak plainly, to read fluently and intelligently, and to write effectively.

The art of communications must be mastered according to the individual's ability to become an active participant in an ever-expanding world.

He must develop confidence and he must be able to derive personal satisfaction through his participation in language arts. He must become involved in language activities that are challenging, realizing that they are a necessary part of all he does.

The teacher's responsibility is to provide motivation and opportunities for each child to develop effective communication skills and abilities through a wide variety of situations and activities.

KINDERGARTEN

I. Oral Language Experiences

A. Understanding the relationship between oral and written language

B. Sharing experiences and ideas

C. Using complete and meaningful sentences

D. Speaking in well-modulated voices with good diction

E. Develop vocabulary
1. Promote use of new words
2. Labeling
3. Classifying words
4. Rhyming words
5. Antomyns
6. Synonyms

F. Experiences with stories, rhymes, fingerplays, poetry, and choral readings

G. Through discussion, the children will be given practice in
1. Organizing and relating ideas
2. Asking questions and giving answers
3. Contributing relevent information
4. Supporting opinions and ideas
5. Sequence of ideas
Example: show pictures and then tell story as it happens.

H. Role playing and dramatization

II. Listening

A. Purposeful listening

B. Courteous listening

C. Giving and following directions

D. Sound identification

LANGUAGE ARTS

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

FIRST GRADE

I. Oral Language Experiences

A. Sharing personal experiences and ideas in a meaningful and organized sequence
   1. Giving facts to support ideas
   2. Speaking in a well-modulated voice with good diction

B. Listening for a purpose
   1. Differentiate between real and imaginary
   2. Appreciation of stories
   3. Study of elements of a story
      a. Setting
      b. Characters
      c. Plot
      d. Sequence of events
   4. Appreciation of poetry
      a. Figurative language
      b. Rhythm
      c. Main idea
   5. Re-telling and dramatizing stories and poems

C. Asking questions and giving answers

D. Choral speaking and reading

E. Role playing and dramatizing

II. Written Composition

A. Relationship between oral and written language

B. Organizing thoughts before writing

C. Ability to put thoughts on paper using the study skills and mechanics mentioned

D. Proof-reading and revising

E. Engage in various writing experiences
   1. Invitations
   2. Letters
   3. Stories and story parts
   4. Descriptions
   5. Summaries
   6. Simple rhymes

III. Study skills

A. Listening
1. Sound discrimination
2. Rhyming words
3. Directions

B. Organizing and classifying
1. Observing
2. Classifying words
3. Labeling
4. Alphabet and alphabetizing

C. Using resource materials
1. Locating information
a. Picture dictionary
b. Table of contents and index of book

D. Vocabulary development
1. Root words and affixes
2. Color words and other adjectives
3. Numerals and number words
4. Synonyms and Antonyms
5. Contractions
6. Possessives
7. Plurals
8. Comparisons
9. Past tense
10. Simple pronouns

E. Using complete sentences
1. Subject-verb relationships
2. Using new words in complete sentences

IV. Mechanics

A. Capitalization
1. Beginning of sentences
2. I
3. Proper names
4. Initials
5. Months of year
6. Days of week
7. Matching of lower and upper case letters

B. Punctuation
1. Periods
2. Question marks
3. Exclamation marks
4. Commas
5. Quotation marks

Textbook: Language And How to Use It, Scott, Foresman and Company, 1970
Book 1

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

SECOND GRADE

I. Oral Language Experiences (review and reinforce)

A. Sharing personal experiences and ideas in a meaningful and organized sequence
   1. Giving facts to support ideas
   2. Speaking in a well-modulated voice with good diction

B. Listening for a purpose
   1. Differentiate between real and imaginary
   2. Appreciation of stories
   3. Study of elements of a story
      a. Setting
      b. Characters
      c. Plot
      d. Sequence of events
   4. Appreciation of poetry
      a. Figurative language
      b. Rhythm
      c. Main idea
   5. Re-telling and dramatizing stories and poems

C. Asking questions and giving answers

D. Choral speaking and reading

E. Role playing and dramatizing

II. Mechanics

A. Capitalization (to review and reinforce)
   1. Beginning of sentences
   2. I
   3. Proper names
   4. Initials
   5. Months
   6. Days
   7. Matching of small and large letters

A. Capitalization (to introduce)
   1. Cities, states
   2. Streets, avenue, road, drive
   3. Titles of people
   4. Titles of books, stories, poems
   5. Holidays
   6. Greeting of a letter
   7. Closing of a letter
   8. Countries
   9. Special places

B. Punctuation (to review and reinforce)
   1. Periods
   2. Question marks
   3. Exclamation marks
   4. Comma
   5. Quotation marks

B. Punctuation (to introduce)
   1. Between day of month and year
   2. Between names of town or city and state
   3. After greeting and closing of letter
   4. After a noun of direct address
   5. Between objects in a series

III. Study Skills

A. Listening
   1. Review and reinforce
      a. Sounds discrimination
      b. Rhyming words
      c. Directions
   2. Introduce
      a. Discrimination

B. Organizing and Classifying
   1. To review and reinforce
      a. Observing
      b. Classifying
      c. Labeling
      d. Alphabet and alphabetizing
   2. To introduce
      a. Further alphabetizing

C. Using Resource Materials
   1. To review and reinforce
      a. Locating information
         1. Picture dictionary
         2. Table of contents and index of book
   2. To introduce
      a. Dictionary skills
         1. Guide words
         2. Finding the right meanings
      b. Glossary
      c. Perscnal use of catalog (by author)

D. Vocabulary development
   1. To review and reinforce
      a. Root words and affixes
      b. Color words and other adjectives

c. Numerals and number words
d. Synonyms and Antonyms
e. Contractions
f. Possessives
g. Plurals
h. Comparisons
i. Past tense
j. Simple pronouns

2. To introduce
a. Homonyms
b. Prefixes and Suffixes
c. Pronouns and Antecedents
d. Plural possessives

E. Using complete sentences
1. To review and reinforce
a. Subject-verb relationships
b. Ability to discriminate a phrase from a complete sentence
2. To introduce
a. Further expansion of simple sentences
b. Proper use of conjunctions

IV. Written Composition

A. Review and reinforce
1. Relationship between oral and written language
2. Organizing thoughts before writing
3. Ability to put thoughts on paper using the study skills and mechanics mentioned
4. Proof-reading and revising
5. Engage in various writing experiences
a. Invitations
b. Letters
c. Stories and story parts
d. Descriptions
e. Summaries
f. Simple rhymes

B. To introduce
1. Coherence within stories
2. Sentence and story expansion

Textbook: Language And How to Use It, Book 2, Scott, Foresman, and Company 1970

LANGUAGE ARTS

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

THIRD GRADE

I. Oral Language Experiences
   A. Review and reinforce
      1. Sharing personal experiences and ideas in a meaningful and organized sequence
         a. Giving facts to support ideas
         b. Speaking in a well-modulated voice with good diction
      2. Listening for a purpose
         a. Differentiate between real and imaginary
         b. Appreciation of stories
         c. Study of elements of a story
            1. Setting
            2. Characters
            3. Plot
            4. Sequence of events
         d. Appreciation of poetry
            1. Figurative language
            2. Rhythm
            3. Main idea
         e. Re-telling and dramatizing stories and poems
      3. Asking questions and giving answers
      4. Choral speaking and reading
      5. Role playing and dramatizing

   B. To introduce
      1. Oral reading of poetry
      2. Using formal titles
      3. Make introductions
      4. Proper use of telephone (courtesy)

II. Written Composition

   A. To review and reinforce
      1. Relationship between oral and written language
      2. Organizing thoughts before writing
      3. Ability to put thoughts on paper using the study skills and mechanics mentioned
      4. Proof-reading and revising
      5. Engage in various writing experiences:
         a. Invitations
         b. Letters
         c. Stories and story parts
         d. Descriptions
         e. Summaries
         f. Simple rhymes
      6. Coherence within stories
      7. Sentence and story expansion

B. To introduce
   1. Engage in various writing experiences
      a. Addresses (envelopes)
      b. Directions
      c. Announcements
      d. Poetry
      e. Reports
      f. Plays
      g. Book file
      h. Book reports
   2. Paragraphs
      a. Grouping sentences
      b. Main idea and supporting details
      c. Organizing sequence
      d. Topic sentence
   3. Writing simple quotations
   4. Using variety in sentence structure
   5. Usage of correct verbs (tense)
   6. Usage of double negatives

III. Mechanics

A. Capitalization
   1. To review and reinforce
      a. Beginning of sentences
      b. I
      c. Proper names
      d. Initials
      e. Days of week
      f. Months
      g. Matching of small and large letters
      h. Cities, states
      i. Streets, avenues, roads, and etc.
      j. Titles of people
      k. Titles of books, stories, and poems
      l. Holidays
      m. Parts of a letter
      n. Countries
      o. Special places
   2. To introduce
      a. Beginning lines of poems
      b. First word in direct quotation
      c. Special groups of people

B. Punctuation
   1. To review and reinforce the following
      a. Periods
      b. Question marks
      c. Exclamation marks

d. Quotation marks
e. Commas
1. Between day of month and year
2. Between names of town, city, and state
3. After greeting and closing of a letter
4. Direct addresses
5. Between objects in a series

2. To introduce
a. Apostrophe
b. Colon
c. Parenthesis
d. Italics

IV. Study Skills

A. Listening
1. To review and reinforce
a. Sound discrimination
b. Rhyming words
c. Directions
d. Further sound discrimination
2. Introduce
a. Listening to announcements and reports

B. Organizing and classifying
1. To review and reinforce
a. Observing
b. Classifying words
c. Labeling
d. Alphabet and alphabetizing
e. Further experiences with alphabetizing
2. Introduce
a. Taking notes
b. Outlining

C. Using reference material
1. To review and reinforce
a. Locating information
1. Picture dictionary
2. Table of contents and index of book
b. Dictionary skills
1. Guide words
2. Finding the correct meanings
c. Glossary
d. Personal use of card catalog (author)

2. Introduce
a. Use of dictionary for word pronounciation
b. Use of encyclopedia

c. Further use of card catalog
d. Use of dictionary for syllabication

D. Vocabulary development
1. To review and reinforce
a. Root words and affixes
b. Color words and other adjectives
c. Numerals and number words
d. Synonyms and Antonyms
e. Contractions
f. Possessives
g. Plurals
h. Comparisons
i. Past tense
j. Simple pronouns
k. Homonyms
l. Prefixes and Suffixes
m. Pronouns and Antecedents
n. Plural possessives
2. Introduce
a. Continued vocabulary
b. Figurative language and idioms

E. Using complete sentences
1. To review and reinforce
a. Subject-verb relationships
b. Ability to discriminate a phrase from a complete sentence
c. Futher expansion of simple sentences
d. Proper use of conjunctions
2. Introduce
a. Form and function
1. Noun as subject
2. Noun-verb pattern
3. Verb
a. Present tense
b. Past tense
c. Special forms requiring auxiliary
d. Adjective functioning as modifier
e. Adverb functioning as modifier
f. Pronouns
g. Noun markers (a, and, the)

Textbook: Language And How to Use It, Book 3, Scott, Foresman, and Company, 1970

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

FOURTH GRADE

I. Parts of Speech

- A. Nouns
  - 1. Plurals
  - 2. Possessive forms
  - 3. Proper
  - 4. Common
- B. Verbs
  - 1. Function
  - 2. Verb-noun agreements
- C. Adjectives
  - 1. Position before noun
  - 2. Functioning as modifier
  - 3. Expanding sentences
  - 4. Determiners

II. Sentence Structure (no patterns)

- A. Noun verb adjective
- B. Adjective noun verb
- C. Expanding sentences
- D. Run-on sentences
- E. Incomplete sentences

III. Paragraphing

- A. Indenting
- B. Topic sentences

IV. Word Study

- A. Prefixes
- B. Suffixes
- C. Hononyms
- D. Figurative language
  - 1. Metaphors
  - 2. Similies
  - 3. Personification
- E. Compound words

V. Mechanics

A. Capital letters
1. Sentence beginnings
2. Proper nouns
3. Abbreviations
4. Special names (Negroes, Indians, etc.)
5. First line of poetry
6. Direct quotations
a. Conversation
b. Titles
1. Books
2. Songs
3. Poetry
7. Opening and closing of letters

B. Punctuation
1. End of sentence
2. Abbreviations
3. Quotation marks
a. Conversation
b. Stories
4. Apostrophe
a. Contractions
b. Possessive form of nouns

VI. Study Skills of Outlining

A. Basic steps
B. Format

VII. Reference Skills

A. Dictionary
1. Alphabetical order
2. Meaning
3. Spelling
4. Pronounciation
5. Syllabication
6. Guide words

B. Library skills
1. Card catalog
2. Fiction
3. Nonfiction
4. Table of contents
5. Index

VIII. Oral Language (suggestions)

A. Giving reports

B. Choral reading
C. Dramatizing
D. Discussion
   1. Giving facts to support opinions
E. Giving descriptions
F. Current events
G. Evaluating

IX. Writing Experience

A. Creative writing (suggestions)
   1. Jokes
   2. Slogans
   3. Stories
   4. Cartoons
   5. Opinions
   6. Invitations
   7. Summaries
   8. Plays
   9. Legends
   10. Fables
   11. Riddles

B. Poetry (suggestions)
   1. Rhyming verse
   2. Free verse
   3. Haiku
   4. Cinquain
   5. Ballads

C. Letter writing
   1. Friendly
   2. Business

D. Evaluating
   1. Proofreading
   2. Revising

X. History of English Language

A. Alphabetic writing system
B. Carolegian manuscript

Textbook: Ginn Elementary English, Book 4, Ginn and Company, 1970

LANGUAGE ARTS

Yearly Evaluation Form

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Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

FIFTH GRADE

I. Parts of Speech

A. Reteach
1. Nouns
   a. Plural forms; singular forms
   b. Possessive forms
   c. Proper and common
2. Verbs
   a. Functions
   b. Verb-noun agreement
3. Adjectives
   a. Position before nouns
   b. Function as modifier
   c. Expanding sentences

B. Introduce
1. Auxiliary verbs (being; action)
2. Irregular verbs
3. Verb tenses
4. Collective nouns
5. Abstract nouns
6. Pronouns
7. Adverbs
8. Conjunctions
9. Determiners
10. Intensifiers

II. Sentence Structure

A. Reteach
1. V V Adj
2. ADJ N V
3. Expanding sentences
4. Complete and incomplete sentences

B. Introduce
1. Four basic sentence types
   a. Declarative
   b. Interrogative
   c. Imperative
   d. Exclamatory
2. Subject and predicate
3. Simple subject and simple verb
4. Modifying words to express exact meaning

III. Paragraphing

A. Reteach
   1. Topic sentence

B. Introduce
   1. Main idea
   2. Supporting details
   3. Sequence
   4. Development through details, examples, and reasons

IV. Word Study (All areas are reteaching and enriching of previous learning)

A. Prefixes
B. Suffixes
C. Synonyms
D. Antonyms
E. Homonyms
F. Compound words
G. Figurative language
   1. Simile
   2. Metaphor
   3. Personification

V. Mechanics

A. Reteach
   1. Capital letters
      a. Sentence beginnings
      b. Proper nouns
      c. Abgreviations
      d. Special groups of people
      e. First line of poetry
      f. Direct quotations
      g. Titles (books, songs, poems, stories, and etc.)
      h. Letter opening and closing
   2. Punctuation
      a. Periods (end of sentence, abbreviation)
      b. Question marks
      c. Exclamation marks
      d. Quotation marks
         1. Conversation
         2. Story titles
      e. Underlining book titles
      f. Apostrophe
         1. Contractions
         2. Possessives

B. Introduce

1. Punctuation
   a. Direct words of speaker or writer
   b. Commas
      1. Direct address
      2. Introductory parts of sentences
      3. City and state
      4. Dates
      5. Words in series
      6. Letter greeting and closing

VI. Reference Skills

A. Reteach
   1. Dictionary
      a. Alphabetical order
      b. Meaning
      c. Spelling
      d. Pronunciation
      e. Syllabication
      f. Guide words
   2. Library skills
      a. Card catalog
      b. Fiction
      c. Nonfiction
      d. Table of contents
      e. Index

B. Introduce
   1. Dictionary
      a. Finding synonyms
      b. Finding antonyms
   2. Encyclopedias
      a. Collecting information
      b. Guide words
      c. Index
   3. Crediting source
      a. Author
      b. Date of publication

VII. Study Skills (These are all introduced at grade five)

A. Notetaking
   1. Limiting topics
   2. Organizing

B. Outlining
   1. Purpose

2. Format
3. Topic
4. Subtopics

C. Proofreading

VIII. Oral Language (Suggested experiences)

A. Giving reports
B. Impromptu speeches
C. Choral reading
D. Dramatization
E. Discussions
   1. Giving facts to support opinions
   2. Trying to persuade others
F. Current events
   1. News from regular news sources
   2. Personal experiences
G. Vocal inflections
   1. Stress
   2. Pitch
   3. Amplitude
H. Evaluating

IX. Writing Experiences

A. Creative Writing (suggestions)
   1. Jokes
   2. Slogans
   3. Stories
   4. Cartoons
   5. Opinions
   6. Announcements
   7. Invitations
   8. Dialogues
   9. Summaries
   10. Plays
   11. Legend
   12. Fables
   13. Bumper Stickers
   14. Record Jackets

B. Poetry (suggestions)
   1. Limericks
   2. Haiku
   3. Cinquain
   4. Free verse
   5. Rhyming

C. Letter writing
   1. Friendly letter
   2. Business letter

D. Evaluating
   1. Proofreading
   2. Revising

X. History of Language

A. Symbolism
B. Tree of Language
   1. Where Spoken
   2. Importance
   3. Reasons for study of foreign language
   4. Contributions to "English"

Textbook: Ginn Elementary English, Book 5, Ginn and Company, 1970

LANGUAGE ARTS

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

SIXTH GRADE

I. Parts of Speech

A. Reteach
1. Nouns
   a. Plural forms, singular forms
   b. Possessive forms
   c. Proper, common
   d. Collective nouns
   e. Abstract nouns
2. Verbs
   a. Functions
   b. Verb-noun agreement
   c. Auxiliary verbs
   d. Irregular verbs
   e. Verb tenses
3. Adjectives
   a. Position before nouns
   b. Function as modifier
   c. Expanding sentences
4. Pronouns
   a. Subject
   b. Possessive
   c. Objective
5. Adverbs
6. Conjunctions
7. Determiners

B. Introduce
1. Prepositions
2. Interjections
3. Linking verbs

II. Sentence Structure

A. Reteach
1. Expanding sentences
2. Complete and incomplete sentences
3. Run-on sentences
4. Compound sentences
5. Four basic sentence types
   a. Declarative
   b. Interrogative
   c. Imperative
   d. Exclamatory
6. Subject and predicate
7. Modifying words to express exact meaning

B. Introduce
   1. Sentence patterns
      a. N V
      b. N V N
      c. N LV ADJ
      d. N LV N
   2. Prepositions
   3. Interjections
   4. Linking verbs

III. Paragraphing

A. Reteach
   1. Topic sentence
   2. Main idea
   3. Supporting details
   4. Sequence
   5. Development through details, examples, and reason

B. Introduce
   1. Summaries
   2. Conclusion

IV. Word Study

A. Reteach
   1. Prefixes
   2. Suffixes
   3. Synonyms
   4. Antonyms
   5. Homonyms
   6. Compound words
   7. Figurative language
      a. Simile
      b. Metaphor
      c. Personification

V. Mechanics

A. Reteach
   1. Capital letters
      a. Sentence beginnings
      b. Proper nouns
      c. Abbreviations
      d. Special groups of people
      e. First line of poetry
      f. Direct quotations

g. Titles (books, stories, songs, poems, etc.)
h. Letters (greetings and closings)

2. Period
   a. End of sentence
   b. Abbreviations
3. Exclamation point
4. Question mark
5. Quotation marks
   a. Conversation
   b. Story titles
6. Underlining book titles
7. Apostrophe
   a. Contractions
   b. Possessives
8. Direct words speaker or writer
9. Commas
   a. Direct address
   b. Introductory parts of sentences
   c. City and state
   d. Dates
   e. Words in series
   f. Letter greeting and closing
   g. Direct quotations

VI. Reference Skills

A. Reteach
   1. Dictionary
      a. Alphabetical order
      b. Meaning
      c. Spelling
      d. Pronunciation
      e. Syllabication
      f. Guide words
      g. Finding synonyms
      h. Finding antonyms
   2. Library skills
      a. Card catalog
      b. Fiction
      c. Nonfiction
      d. Table of contents
      e. Index

B. Introduce
   1. Crediting Source
      a. Author
      b. Date of publication
   2. Encyclopedias
      a. Collecting information
      b. Guide words
      c. Index

VII. Study Skills

A. Reteach
1. Notetaking
a. Limit topics
b. Organization
2. Outlining
a. Purpose
b. Format
c. Topic
d. Subtopics
3. Proofreading

B. Inroduce
1. Evaluation
a. Editing

VIII. Oral Language (suggested Experiences)

1. Giving reports
2. Impromptu speeches
3. Choral reading
4. Dramatization
5. Description
6. Discussions
a. Facts to support opinions
b. Trying to persuade others
7. Current events
a. News (regular sources)
b. Personal experiences
8. Vocal inflections
a. Stress
b. Pitch
c. Amplitude
9. Evaluating

IX. Writing Experiecnes (suggestions)

A. Creative writing
1. Jokes
2. Slogans
3. Cartoons
4. Stories
5. Opinions
6. Announcements
7. Invitations
8. Dialogues

9. Summaries
10. Plays
11. Legends
12. Fables

B. Poetry (suggestions)
1. Limericks
2. Haiku
3. Cinquain
4. Free verse
5. Rhyming
6. Ballads

C. Letter Writing
1. Friendly letter
2. Business letter

D. Evaluation
1. Proofreading
2. Revising

X. History of Language

A. Reteach
1. Symbolism
2. Tree of language
a. Where spoken
b. Importance
c. Reasons for study of foreign language
d. Contributions to "English"

B. Introduce
1. Grow of "English"
2. Development - various fields
a. Music
b. Art
c. Architecture
3. Foreign prefixes

Textbook: Ginn Elementary English, Book 6, Ginn and Company, 1970

LANGUAGE ARTS

Yearly Evaluation Form

This is to be completed at the end of the school year and sent to the Board of Education.

Have you found the scope and sequence workable?

Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

SEVENTH GRADE

I. Grammar

A. Three sentence patterns
1. N V N N (indirect object)
2. N V N N (objective complement - noun)
3. N V N ADJ (objective complement - adj.)

B. Simple transformations
1. Yes - No questions
2. Passive

C. Pronoun reference
1. Modifiers
2. Coordination
a. Coordinating conjunctions
b. Correlative conjunctions
c. Adverbial conjunctions
3. Subordination

D. Sentence patterns (review)
1. N V
2. N V N
3. N LV ADJ (Predicate adjective)
4. N LV N (Predicate noun)

E. Recognition of compound and complex sentences

II. Logic and Reasoning

A. Introduce
1. Logic
2. Reasoning
3. Simple syllogisms
4. Cause and effect
5. Prejudice
6. Concrete and abstract

III. Usage

A. Standard and non-standard expressions

B. Formal and informal English

IV. Composition

A. Introduce
1. Narration

B. Reteach
1. Book report

C. Review
1. Description
2. The paragraph
3. Topic Outlining

V. Punctuation

A. Introduce
1. Colon
2. Semicolon

B. Reinforce
1. End Punctuation
2. Written and spelled out numbers

VI. Reference Skills

A. Introduce
1. Reference books
2. Dewey Decimal System

B. Reader's Guide
1. Card Catalog

VII. History of the Language

A. Indo-European Language Family

B. Origins of Modern English

Textbook: Ginn Elements of English, Book 7, Ginn and Company, 1970

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School_____

Grade_____

Teacher_____

EIGHTH GRADE

I. Grammar

A. Introduce
1. Clauses, Subordinate
a. Adjective
b. Adverb
c. Noun
2. Verbals
a. Participle
b. Gerund
c. Infinitive
3. Verbal phrases
a. Participle
b. Gerund
c. Infinitive
4. Recognition of complex sentences
5. Recognition of compound-complex sentences

B. Reinforce
1. Form classes
a. Nouns (pronouns)
b. Verbs
c. Adjectives
d. Adverbs
2. Function groups
a. Prepositions
b. Conjunctions
c. Noun adjuncts
d. Auxiliaries
e. Intensifiers
3. Basic sentence patterns
a. N V
b. N V N
c. N LV ADJ
d. N V NN (indirect object)
e. N V N N (objective complement)
f. N V N ADJ (objective complement)

II. Composition

A. Introduce
1. Expository writing (use of details)
2. Comparison
3. Vocabulary development (includes spelling)

B. Reinforce
1. Cause and effect

2. Topic outlining
3. Description
4. Narrative

III. Logic and Reasoning

A. Introduce
1. Syllogisms
2. Generalizations
3. Absolute expressions

B. Review
1. Prejudice
2. Opinion
3. Fact

IV. Usage

A. Reinforce
1. Concrete and abstract words and phrases
2. Pronoun - Antecedent agreement
3. Subject - verb agreement
4. Case of pronoun
5. Non-standard expressions

V. Punctuation

A. Reinforce
1. Colon
2. Semicolon
3. Parentheses

VI. Library Skills

A. Reader's Guide
B. Special Reference Books

VII. History of Language

A. Dialects
B. Dynamism of English
C. Neologism
D. Slang
E. Acronyms

Textbook: Ginn Elements of English, Book 8, Ginn and Company, 1970

LANGUAGE ARTS

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Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

NINTH GRADE

I. Grammar - This is taught basically through composition.

A. Reinforce
1. Parts of speech
2. The sentence
3. Verbals

B. Emphasize
1. Relative clause
2. Subordinate clause
3. Appositive
4. Connectives
5. Subordination
6. Coordination
7. Parallel structure

compound-complex sentences

II. Usage

A. Reinforce through composition and glossary
1. Standard - non-standard English
2. Conversational (informal) versus formal English

III. Composition

A. Research skills in conjunction with
1. Term paper
2. Thesis statement
3. Argument-persuasion
4. Précis
5. Manuscript form

B. Reinforce
1. Expository (details)
2. Comparison - contrast
3. Punctuation
4. Note taking

IV. Logic and reasoning

A. Reinforce previously taught concepts

B. Develop logical reasoning processes
1. Inductive reasoning
2. Deductive reasoning

V. Vocabulary

A. Development
B. Origin of language

Textbook: American English Today, The Tools of English, Book 9, Webster Division/ McGraw-Hill Book Company, 1970

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Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

LANGUAGE ARTS

Yearly Evaluation Form

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School_____

Grade_____

Teacher_____

TENTH GRADE

I. Grammar

A. Instruction through composition

B. Reinforce
1. Word Order (Parts of speech)
2. Subject and predicate
3. Sentence patterns
4. Transformations
5. Kinds of modifiers
6. Joining clauses
7. Using verbals

II. Usage

A. Taught through composition
B. Stress
1. Conversational (informal) versus formal English
2. Non-standard and standard English

III. Composition

A. Stress
1. Supporting details

B. Reinforce
1. Term paper
2. Thesis statement
3. Argument and persuasion
4. Expository writing
5. Precis

IV. Logic and Reasoning

A. Review previously taught concepts

B. Focus through composition
1. Inductive reasoning
2. Deductive reasoning

C. Introduce
1. Detecting and avoiding fallacious argument

V. Vocabulary development through composition and Literature

Textbook: American English Today, The Structure of English, Book 10, Webster Division/McGraw-Hill Book Company, 1970

LANGUAGE ARTS

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Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

ELEVENTH GRADE

I. Grammar

A. Reinforce
1. Basic grammatical concepts
2. Varied sentence construction

B. Emphasize instruction through composition

II. Usage

A. Reinforce appropriate use of
1. Standard and non-standard English
2. Formal-informal English
3. Glossary

B. Emphasize appropriate grammatical usage in composition

III. Composition

A. Reinforce
1. Basic skills
a. Mechanics
b. Sentence structure
2. Continued vocabulary development

B. Introduce
1. Reaction paper
2. Critical paper
3. Creative writing opportunities

C. Emphasize
1. Organization
2. Style

LANGUAGE ARTS

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Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____

TWELFTH GRADE
(SENIOR COMPOSITION)

I. Grammar

A. Each student's grammatical problems will be isolated in composition.
B. Emphasis will be placed on grammatical elements as they build toward mature style.

II. Usage

A. Glossary
B. Avoiding slang, colloquialisms, and trite expressions by developing a relevant vocabulary

III. Composition

A. Reinforce essay form and the functions of basic essay parts
   1. Title
   2. Introduction
      a. Thesis statement
      b. Foreshadowing statement
   3. Body
      a. Methods of paragraph development
   4. Conclusion

B. Focus upon relationships between
   1. Reading
   2. Observing
   3. Reacting
   4. Writing

C. Focus upon the purpose of
   1. Narrative
   2. Descriptive
   3. Expository
      a. Information
      b. Definition
      c. Reaction
      c. Criticism
   4. Argumentative
   5. Persuasive

D. Focus upon logic and meaning
   1. Inductive
   2. Deductive
   3. Avoiding fallacies

E. Emphasis upon
   1. Sentence variety
   2. Development of mature, effective style

F. Aid with research documentation procedures

G. Opportunity for creative writing

LANGUAGE ARTS

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Can you suggest any additions?

Were there any areas that were inappropriate for the grade level you were teaching?

Do you have any suggested materials or methods that might be helpful to other teachers next year?

School_____

Grade_____

Teacher_____